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ABSTRACT

Designed by California's Region II Office of Migrant Education to aid in training teacher aides working with migrant children, this manual outlines activities used in teaching by the aides. Each activity is described in terms of the concept to be taught, the tutorial skill required, standard instructional media, rationale for the media, expected learner response, and the criterion test (what the aide will actually do). Activities are provided for 33 arithmetic concepts, 68 reading concepts, and 20 English as a second language concepts for grades K-3. Also included is a list of 50 English survival words considered essential to non-English-speaking children in order that their immediate needs are met. (NQ)

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Region II Office of Migrant Education
A Component of the California Plan for
the Education of Migrant Children.

ESEA Title I, P.L. 89-750
William S. Waroff, Director

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ant Education Tutorial Aide
ining Manual

Office of the Butte County Superintendent of Schools
Thomas E. Evans, Superintendent

[1971]

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- ARITHMETIC -

- TUTORIAL-AIDE SKILLS -

PRIMARY GRADES
K - 3

CONCEPT NO. 1.1
Idea of number and numeral distinction without written work.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR ME
Ball and Blackboard	Demonstrational	Teacher aide and can use common o relate to given

PRIMARY GRADES
K - 3

RATIONALE FOR MEDIA	LEARNER RESPONSE
Teacher aide and student can use common objects and relate to given numerals.	Child will count number of bounces of ball and find correct numeral to represent number of bounces

CRITERION QUESTION

The aide will demonstrate bouncing ball to show different numbers of bounces and showing how to select correct numeral to represent number of bounces.

CONCEPT NO. 1.2

"Zero" as the identity element for addition and for subtraction when "zero" is the subtrahend.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDI
Flannel board cutouts & numerals.	Demonstrational	Objects can be man to illustrate conc numerals matched t operation.

RATIONALE FOR MEDIA	LEARNER RESPONSE
Objects can be manipulated to illustrate concept and numerals matched to show operation.	Child will demonstrate, using the objects, the concept of "zero" in addition and subtraction.

CRITERION QUESTION

The aide will demonstrate use of "zero" in addition and subtraction.

CONCEPT NO. 1.3

Place value concept for understanding whole numbers, zero through one hundred, and for reading and writing the corresponding numerals.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MED
Units, ten, hundreds, joined bead frames	Demonstrational	Bead frame allows counting and illus concept.

RATIONALE FOR MEDIA	LEARNER RESPONSE
Bead frame allows for counting and illustrating concept.	The child will demonstrate knowledge of place values of numbers 0 - 100 by writing and reading given numbers.

CRITERION QUESTION

The aide will demonstrate use of the place value frames and writing and reading correctly the number from 0 - 100.

CONCEPT NO. 1.4
Subtraction as inverse
of addition.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Flannel board cutout objects, numerals, and signs.	Demonstrational	Manipulation of objects and numerals are impor to visualizing concept

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
	Manipulation of objects and numerals are important to visualizing concept.	The child will demonstrate orally and through manipulation the concept of subtraction as the inverse of addition.

CRITERION QUESTION
The aide will demonstrate visually and with numerals that subtraction is the inverse of addition.

CONCEPT NO. 1.5

Subtracting a number from itself: 3 - 3 = 0

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Flannel board cut out, numerals, and signs.	Demonstrational	Manipulation of object and numerals are impor tant to visualizing co

RED	RATIONALE FOR MEDIA	LEARNER RESPONSE
	Manipulation of objects and numerals are important to visualizing concept.	The child will visually demonstrate that when a numeral is subtracted from itself the result is always zero.

CRITERION TEST

The aide will demonstrate visually and with numerals that a numeral subtracted from itself always has a result of zero.

CONCEPT NO. 1.6

Addition and subtraction algorithms:

$$\begin{array}{r} 3 \\ +2 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -5 \\ \hline \end{array}$$

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Individual number line	Demonstrational	Number line is meaningful in development, reinforcement and drill of addition and subtraction facts.

RATIONALE FOR MEDIA	LEARNER RESPONSE
Number line is meaningful in development, reinforcement and drill of addition and subtraction facts.	When child with an addition or subtraction combination up through the sums of ten, the learner will orally respond with the correct response or use the number line to find the correct response.

CRITERION TEST

The aide will demonstrate correct use of the number line to respond to given addition and subtraction combinations, up through the sum of ten.

CONCEPT NO. 1.7

Column Addition

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Film Strip "Column Addition" Eye Gate House	Operational and Demonstrational	Filmstrip visually demonstrates concept and allows for studen response.

RATIONALE FOR MEDIA	LEARNER RESPONSE
Filmstrip visually demonstrates concept and allows for student response.	The child will demonstrate how to add a single digit of numerals in different groupings.

CRITERION TEST

The aide will demonstrate use of a filmstrip, using a filmstrip projector in standard operating procedure, to teach column addition and will use until each student demonstrates that he can add a single digit of numerals in different groupings.

CONCEPT NO. 1.8

Addition and subtraction with two-place numerals without regrouping.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDI
Filmstrip "Adding and Subtracting Two-Place Numbers" Eye Gate House	Operational and Demonstrational	Filmstrip visually demonstrates conce and allows for stu response.

RED	RATIONALE FOR MEDIA	LEARNER RESPONSE
	Filmstrip visually demonstrates concept and allows for student response.	The child will demonstrate how to add and subtract two-place numerals without regrouping.

CRITERION TEST

The aide will demonstrate use of a filmstrip, using a filmstrip projector in standard operating procedure, to teach addition and subtraction of two-digit numerals without regrouping and will check each student in ability to compute such.

CONCEPT NO. 1.9

Addition and subtraction combinations, sums through eighteen

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Flashcards	Demonstrational	Flashcards permit vi concept of one more subtraction as inve addition plus basic

RATIONALE FOR MEDIA	LEARNER RESPONSE
Flashcards permit visually concept of one more or subtraction as inverse of addition plus basic drill.	The child will respond correctly to each flashcard in the combinations in addition and subtraction through eighteen.

CRITERION TEST

The aide will demonstrate teaching the addition and subtraction combinations through eighteen with flashcards by introducing the facts for each numeral until student mastery is achieved.

CONCEPT NO. 1.10

Penny, cent, cent symbol (¢),
nickel, dime

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Toy money (Milton-Bradley)	Demonstrational	Toy money permits learner to visualize coins and combine the in different amounts a manipulative manne

RED	RATIONALE FOR MEDIA	LEARNER RESPONSE
	Toy money permits learner to visualize coins and combine them in different amounts in a manipulative manner.	The child will demonstrate recognition of a penny, nickel, and dime, their cent values, and values they make when grouped.

CRITERION QUESTION

The aide will demonstrate ability to use toy money to manipulate to teach coin recognition, value, total value when grouped with other coins.

CONCEPT NO. 1.11

Length: Foot, inch

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Beginners' Ruler (Childcraft)	Demonstrational	Beginners' ruler permi visualization of conce inch and foot.

RATIONALE FOR MEDIA	LEARNER RESPONSE
Beginners' ruler permits easy visualization of concept of inch and foot.	The child will demonstrate recognition of the units of measure of a foot and the inch units making it plus how to use it.

CRITERION TEST

The aide will demonstrate measurement using a foot and the inch units making up the foot and demonstrate how to use ruler.

CONCEPT NO. 1.12

Ordinal numbers through thirty-first

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Counting objects	Demonstrational	Counting objects allow for visualization and counting in concept.

IRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
	Counting objects allow for visualization and counting in concept.	The child will orally count position of objects through the thirty-first position.

CRITERION TEST

The aide will demonstrate using objects to count from the first position through the thirty-first position.

CONCEPT NO. 1.13

Addition and subtraction with three-place numerals involving regrouping

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Transparency "Introducing Addition With Regouping" (Childcraft) Transparency "Introducing Subtraction And Regrouping" (Childcraft)	Operational and Demonstrational	Tranparencies permit help in visualizing concept of regrouping.

RED	RATIONALE FOR MEDIA	LEARNER RESPONSE
	Tranparencies permit help in visualizing concept of regrouping.	The child will regroup when necessary, in addition and subtraction processes of two and three digit numerals.

CRITERION TEST
The aide will demonstrate use of transparency, using a overhead projector in standard operating procedure, to teach the concept of regouping in two and three digit addition and subtraction processes.

CONCEPT NO. 1.14

Time: Telling time to the nearer five minutes and to the quarter hour.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDI
Time Learner (Individual clocks)	Demonstrational	Individual clocks each child to lea to read time by f ing the teacher's ations with a tim in his own hands.

QUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
1	Individual clocks enable each child to learn how to read time by following the teacher's explanations with a timepiece in his own hands.	The child will tell the time, orally and written, to the quarter hour and to the nearest five minutes.

CRITERION TEST

The aide will teach how to tell time to the quarter hour and to the nearest five minutes.

CONCEPT NO. 1.15

Length: Yard

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR ME
Film: "Let's Measure: Inches, Feet, and Yards" (Coronet)	Operational and Demonstrational	Film visually pr linear measure a use.

RATIONALE FOR MEDIA	LEARNER RESPONSE
Film visually presents linear measure and its use.	The child will recognize measurement tools of an inch, foot, and yard and how to use them.

CRITERION TEST

The aide will use the film, using a film projector in standard operating procedure, to teach recognition and use of inch, foot, and yard.

CONCEPT NO. 1.16

Multiplication and division combinations, products through eighty-one.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Flashcards	Demonstrational	Flashcards permit in duction and reinforc of basic multiplicat facts through 81 in pacing approach.

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
	Flashcards permit introduction and reinforcement of basic multiplication facts through 81 in a self pacing approach.	The child will respond orally to the eighty-one basic multiplication facts.

CRITERION TEST

The aide will use the flashcards to teach and reinforce the basic 81 multiplication facts.

CONCEPT NO. 1.17

Division using vertical notation and subtractive method.

```
4 ⟌ 852
   -800   200
    52
    -40    10
     12
    -12     3
    ---   ---
      0   213
```

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
"New Ideas In Multiplication and Division" (Eye Gate House)	Operational and Demonstrational	The filmstrip visual represents the divis algorism and it can duplicated after use the filmstrip.

RATIONALE FOR MEDIA	LEARNER RESPONSE
The filmstrip visually represents the division algorism and it can be duplicated after use of the filmstrip.	The child will divide using the vertical notation and subtraction.

CRITERION TEST

The aide will demonstrate, using the filmstrip, the division process using the vertical notation and subtraction.

CONCEPT NO. 1.18

Fractional numbers as terms in mathematical sentences, sums not to exceed one.

$\frac{1}{4}\ \frac{1}{3}$; $\frac{3}{4} + \frac{1}{4} = \frac{4}{4}$

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Flannel board cutouts of fractional parts, operational signs, and fractional numbers.	Demonstrational	The media permits vi through fractional p the numerals represe Fractional parts can on each other for co of equivalents.

RATIONALE FOR MEDIA	LEARNER RESPONSE
The media permits visualization through fractional parts and the numerals representing them. Fractional parts can be placed on each other for comparison of equivalents.	The child will combine fractional parts in a mathematical sentence not to exceed one.

CRITERION TEST

The aide will demonstrate, using fractional parts and their like number representations, how to add fractions not exceeding one.

CONCEPT NO. 1.19

Summarizing written problems
in mathematical sentence form.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Flannel board cutouts, numerals, and operational signs.	Demonstrational	Cutouts can be used t demonstrate summarizi points of word proble

IRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
	Cutouts can be used to demonstrate summarizing points of word problems.	The child will orally summarize points needed to solve a given word problem.

CRITERION TEST
The aide will demonstrate, using objects and numerals, how to summarize points of a given word problem.

CONCEPT NO. 1.20

Emphasizing step-by-step problem solving approach

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Flannel board cutouts, numerals, and operational signs	Demonstrational	Cutouts can be used demonstrate emphasi step-by-step points word problems.

RED	RATIONALE FOR MEDIA	LEARNER RESPONSE
	Cutouts can be used to demonstrate emphasis of step-by-step points of word problems.	The child will emphasize step-by-step points of a given word problem.

CRITERION TEST
The aide will demonstrate, using objects and numerals, how to emphasize step-by-step points of word problems.

UPPER ELEMENTARY GRADES
4 - 8

CONCEPT NO. 1.21

Fractional numbers: fifths, tenths, twelfths, sixteenths.
Fractional numbers named by improper, equivalent, and mixed fractional numerals,

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Fraction Wheel (Ideal Co.)	Demonstrational	The aide will be abl visually demonstrate tional concepts of v values.

IRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
	The aide will be able to visually demonstrate fractional concepts of various values.	The child will be able to successfully distinguish between the fraction concepts of 1/5, 1/10, 1/12, 1/16

CRITERION QUESTION

Using the fraction wheel, the aide will demonstrate specific skills for teaching the fractional concepts of fifths, tenths, twelfths, and sixteenths.

CONCEPT NO. 1.22

Roman numerals: L, C
LVIII = 58 XCVI = 96

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR M
3M Transparency 10 - HE	Operational and Demonstrational	Aide can show p visuals relatin Roman numerals

RATIONALE FOR MEDIA	LEARNER RESPONSE
Aide can show prepared visuals relating to Roman numerals L and C.	By successfully understanding the concept value for L and C in Roman numerals, the child will be able to read and write successfully any combination of these symbols.

CRITERION TEST

The aide, utilizing properly the overhead projector and transparencies, will demonstrate specific skills for teaching the Roman numerals concepts of L and C.

CONCEPT NO. 1.23

Addition and subtraction concepts and techniques redeveloped and extended. Addition with four-place and five-place addends.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Blackboard	Demonstrational Techniques	The aide will be abl visually demonstrate ition and subtractio cepts via the blackb

IRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
Techniques	The aide will be able to visually demonstrate addition and subtraction concepts via the blackboard.	The child will successfully be able to add any combination of four and five-place addends.

CRITERION TEST

Utilizing the blackboard, the aide will demonstrate required drill skills for teaching any addition combinations of four and five-place addends with 80% proficiency.

CONCEPT NO. 1.24

Subtraction with three-place subtrahends and four-place minuends.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Blackboard	Demonstrational	The aide will be abl visually demonstrate learner, the subtra skills relating to t place subtrahends an place minuends.

RATIONALE FOR MEDIA	LEARNER RESPONSE
The aide will be able to visually demonstrate to the learner, the subtraction skills relating to three-place subtrahends and four-place minuends.	The child will successfully be able to perform the subtraction operation with three-place subtrahends and four-place minuends.

CRITERION TEST

Utilizing the blackboard, the aide will demonstrate required drill skills for teaching any subtraction combinations of three-place subtrahends and four-place minuends at 80% proficiency.

CONCEPT NO. 1.25

Multiplication and division concepts and techniques redeveloped and extended. Reinforcements of multiplication and division combinations, products through eighty-one.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Matrix chart	Demonstrational	Aide can assist ch by presenting a pr and vivid way of t multiplication and through manipulati

RATIONALE FOR MEDIA	LEARNER RESPONSE
Aide can assist child by presenting a practical and vivid way of teaching multiplication and division through manipulation.	The child will successfully be able to perform any multiplication or division operation through 81 as a result of drill experiences through appropriate media.

CRITERION TEST

Utilizing the combination chart, matrix chart, and flashcards, the aide will require child to respond with correct answers to specific drills.

CONCEPT NO. 1.26

Multiplication with two-place multipliers, two- and three-place multiplicands and four-place products with omission of zeros in second partial product.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Napier's Rod	Demonstrational	Aide will be able to a the child in compound plication problems by strating manipulative on the rod.

RATIONALE FOR MEDIA	LEARNER RESPONSE
Aide will be able to assist the child in compound multiplication problems by demonstrating manipulative skills on the rod.	The child, with a specified degree of accuracy, will be able to successfully perform the multiplication operation dealing with two-place multipliers and three-place multiplicands.

CRITERION TEST

The aide will demonstrate drill techniques with the Napier's rod for teaching the concepts of multiplication with two-place multipliers and three-place multiplicands.

CONCEPT NO. 1.27

Division with two-place divisors ending in 1, 2, 3, and 4.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Overhead projector	Operational and Demonstrational	The aide through th of the overhead pro will be able to vis describe the comput skills necessary to division with two-p divisors.

EQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
nd nal	The aide through the use of the overhead projector will be able to visually describe the computational skills necessary to solve division with two-place divisors.	The child will be able to successfully perform division operation with two-place divisors ending in 1, 2, 3, and 4.

CRITERION TEST

Using the overhead projector, the aide will demonstrate appropriate techniques for the teaching of division.

CONCEPT NO. 1.28

Money: Use of four operations (addition, subtraction, multiplication, and division)

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Toy money (Ideal)	Demonstrational	The aide may assist learner in the compu skills of addition, multiplication, and involving money.

QUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
al	The aide may assist the learner in the computational skills of addition, subtraction, multiplication, and division involving money.	The child will be able to demonstrate successfully all operations (addition, subtraction, multiplication, division) involving money.

CRITERION TEST
The aide will demonstrate addition, subtraction, multiplication, and division drill skills using toy money kit as measured by specifically prepared questions to 90% proficiency.

CONCEPT NO. 1.29

Reading and writing decimals
through .999

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Decimal place value	Demonstrational	Teacher aide can eas acquire degree of sk teaching decimal pla aide can work with m one child.

UIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
	Teacher aide can easily acquire degree of skill for teaching decimal places .999, aide can work with more than one child.	Child will orally read and write correct responses for decimal place values.

CRITERION TEST
The aide will correctly demonstrate skill to use the decimal place value chart by responding to directions for demonstration methods of learning to read and write decimals to .999.

CONCEPT NO. 1.30

Addition and subtraction of whole numbers and of decimals through thousandths.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Blackboard	Demonstrational	Aide can visually dem strate computational concerning the additi subtraction of whole

D	RATIONALE FOR MEDIA	LEARNER RESPONSE
	Aide can visually demonstrate computational skills concerning the addition and subtraction of whole numbers.	The child will respond orally/ written at the direction of aide to problems in addition of whole numbers and decimals.

CRITERION TEST

The aide will demonstrate tutorial drill skill at the blackboard by appropriately going through sequenced steps for learner in teaching whole and decimal numbers through thousandths.

CONCEPT NO. 1.31

Addition and subtraction of fractions without limiting sums and minuends in both horizontal and vertical forms.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Fractions kit (Ideal)	Demonstrational	Kit will provide aide v a variety of approaches kinds of fractions to b presented.

IRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
	Kit will provide aide with a variety of approaches and kinds of fractions to be presented.	Child will orally respond to presentation of material with correct answers.

CRITERION TEST

The aide with the use of the fraction kit will demonstrate drills for teaching the addition and subtraction of fractions with unlimited sums and minuends in both horizontal and vertical form.

CONCEPT NO. 1.32

Addition, subtraction, and multiplication with ounces, pounds, and tons.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Blackboard	Demonstrational	Blackboard presentati will permit the child respond and to later lesson.

RATIONALE FOR MEDIA	LEARNER RESPONSE
Blackboard presentation will permit the child to respond and to later review lesson.	At the direction of the aide, child will make correct response to demonstrate his acquired skill.

CRITERION TEST

The aide will demonstrate skills to teach the concepts of multiplying, adding, and subtracting ounces, pounds, and tons using the blackboard.

CONCEPT NO. 1.33

Multiplication with three-place multipliers
and four-place multiplicands.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Multiplication and Division Kit (Ideal)	Demonstrational	Kit offers a variety o approaches to help the teacher aide instruct child in skills relati multiplication and div

UIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
	Kit offers a variety of approaches to help the teacher aide instruct the child in skills relating to multiplication and division.	The child will demonstrate the proper skills necessary to give the correct response to questions of three-place multipliers and four-place multiplicands.

CRITERION TEST

Aide will demonstrate teaching skill drill concepts using the multiplication and division kit to answer specifically prepared questions.

I certify this tutorial-aide has acquired the below numbered tutorial skills. Those skills which are checked (✓) have not been acquired to criterion level.

1.1	( )	1.12	( )	1.23	( )
1.2	( )	1.13	( )	1.24	( )
1.3	( )	1.14	( )	1.25	( )
1.4	( )	1.15	( )	1.26	( )
1.5	( )	1.16	( )	1.27	( )
1.6	( )	1.17	( )	1.28	( )
1.7	( )	1.18	( )	1.29	( )
1.8	( )	1.19	( )	1.30	( )
1.9	( )	1.20	( )	1.31	( )
1.10	( )	1.21	( )	1.32	( )
1.11	( )	1.22	( )	1.33	( )

_____

Barbara Elliott

Chief Instructor - Arithmetic

- READING -

- TUTORIAL-AIDE SKILLS -

PRIMARY GRADES
K - 3

CONCEPT NO. 2.1

Main idea, interpreting story facts, predicting conclusions, sequence, infer mood.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Try Tasks 1 Noble and Noble Pub. Inc. 1674 - 25th Ave. San Francisco 94132 Building Pre-Reading Skills, Pictures, Cards Kit A Ginn and Company 2550 Hanover St. Palo Alto 94304 Tweedy Visual-Lingual Transparencies Photo and Sound Co. 1621 Fulton Ave. Sacramento 95825 Tape recorder used with above media Flannel boards Felt pieces Teacher's Guide to Storytelling, Wagner	Questioning techniques to stimulate discussion from pictures Teacher's Guide to Story-telling, Wagner Storytelling techniques Use of flannel board for sequential stories. Language development. Use of overhead projector Use of tape recorder Familiarity with TRY materials Ginn Kit A, Tweedy Visual-Lingual Transparencies	Tape recorder - To interest and extend experience with env and provide additio forcement for liste skills. Language developmen

PRIMARY GRADES
K - 3

RATIONALE FOR MEDIA	LEARNER RESPONSE
Tape recorder - To stimulate interest and extend child's experience with environment and provide additional reinforcement for listening skills. Language development.	"Read" pictures, give it title. Illustrate or tell conclusion Cut, paste pictures for sequence. Sequential oral retelling. Dramatic Play. Listen to own voice. Check sequence of story.

CRITERION TEST

Item Nos.

37	56
57	10
6	7

Item Nos.
48, 58, 47 - Same as 44

CONCEPT NO. 2.2

Concepts: Over-under, larger-smaller, faster-slower, behind, around, through, etc.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Play area - toys - playhouse, etc.	Understanding of concepts to be taught. Informal play to illustrate concept.	Comprehension of abstr needed for following d ions.

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
oncepts to llustrate	Comprehension of abstractions needed for following directions.	Physical activity to illustrate concept - "John is <u>taller</u> than Mary."

CRITERION TEST

Item Nos.
60 91

CONCEPT NO. 2.3

Perception of part-whole relationships.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Puzzles Letters of own name cut apart. Noble & Noble Handwriting Books - 1st grade & 4th grade books.	Manuscript writing	Part-whole visual d ination. Visual memory

IRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
ng	Part-whole visual discrimination. Visual memory	Assemble puzzle Correct sequence of letters

CRITERION TEST
Item No. 18

CONCEPT NO. 2.4

Comprehension of opposites

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDI
Instruct. Activity Kit - Discovering Opposites	Familiarity with kit	Recognition classi of opposites

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
it	Recognition classification of opposites	Place opposite pieces in correct place on cards.

CRITERION TEST

Item No.
44

CONCEPT NO. 2.5

Language development

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Films, filmstrips, for familiar Mother Goose Rhymes, fairy tales, folk tales. The Real Mother Goose. Anthology of Children's Literature, Arbuthnot. Tweedy, "Visual-Lingual Materials" Sing songs, finger plays, creative dramatics, socio-dramas, field trips Teacher's Guide to Storytelling, Wagner	Operate motion picture projector, film strip projector, read to children, knowledge of finger plays, knowlege of elements involved in creative dramatic play and socio-dramas. Preparation of child for field trip experience - vocabulary, new concept development.	Development of repert nursery rhymes, langu velopment. Gross motor coordinat Confidence in growing facility with languag New vocabulary to be encountered.

RED	RATIONALE FOR MEDIA	LEARNER RESPONSE
cture trip o child- finger f elements ive dramatic amas. ild for ence - oncept	Development of repertory of nursery rhymes, language development. Gross motor coordination Confidence in growing facility with language New vocabulary to be encountered.	Recite nursery rhymes, retell stories, sing, reproduce finger plays, participate in dramatic play and sociodramas. Class discussion

CRITERION TEST

Item Nos.

91	8
9	11
54	62

CONCEPT NO. 2.6

Classification

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Pictures - Magazines Herr, P. 10-13: Reference Wm. C. Brown, Publishers 135 S. Locust St. Dubuque, Iowa	Locate sources of needed materials.	Develops ability to generalizations, see tionships

)UIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
of needed	Develops ability to form generalizations, see relationships	Look for and cut pictures according to general classificiations, as: food, animals, clothing,etc.

CRITERION TEST

Item No.
63

CONCEPT NO. 2.7

Auditory discrimination - rhythmic patterns, varying pitch, intensity, rhyming words

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Phonograph records, rhythm instruments. Talking Time, Scott, L.B. Sounds of Home, Martin, Wm. Holt, Reinhart, Winston Crocker Park Box 34400 San Francisco 94134	Operate phonograph, read to children	Skill necessary for analysis of words, l sounds.

L REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
onograph, ildren	Skill necessary for phonetic analysis of words, letter sounds.	Clap, listen for rhyming words, repeat poems, describe sound, i.e., loud/soft, high/low. Repeat rhyming endings.

CRITERION TEST

Item Nos.
17 1
35

CONCEPT NO. 2.8

Auditory Discrimination
Initial Consonants

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Lyons & Carnahan, Phonics We Use 407 East 25th Street Chicago, Ill. 60616 Learning Games Kit - Game 1 - "Old Itch" Books, magazines, familiar objects. Talking Time	Knowledge of game (Consonant Rummy) Locate sources for material Read to children	Skill necessary for ph analysis of words, let sounds.

	RATIONALE FOR MEDIA	LEARNER RESPONSE
terial	Skill necessary for phonetic analysis of words, letter sounds.	Match pairs of cards beginning alike. Identify objects that begin like given sound - tell which words begin alike.

CRITERION TEST
Item Nos. 63 17 34 Item No. 49 - Same as 44

CONCEPT NO. 2.9

Auditory and visual discrimination

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
TRY, Task 3 Noble & Noble Trade alphabet books Alphabet song and/or record and alphabet chart Ginn Kit B.	Familiarity with TRY manual Reading books with children	TRY - Visual-tactile forcement of sounds
Trade alphabet books. Materials for construction of individual alphabet books, colored paper, colored felt pens, heavy drawing paper, magazines, crayons, etc. Ginn Kit B.	Knowledge of principles of construction of alphabet book.	Learn what alphabet for. Develop concept of relationships Develop concept tha have names.

EQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
ith TRY manual with children	TRY - Visual-tactile reinforcement of sounds.	TRY - manipulate 3-D letters to form words. Sing - listen for rhyming words Sing alphabet song and frame letter as it is pronounced.
principles of of alphabet	Learn what alphabet book is for. Develop concept of sound/symbol relationships Develop concept that letters have names.	"Read" trade alphabet books with tutor to develop concept of nature of alphabet books. Construction of own book.

CRITERION TEST

Item Nos.
48 17
32

CONCEPT NO. 2.10

Visual discrimination
Left-right orientation
Geometric shapes (form constancy)

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
TRY, Tasks 1, 2.	Familiarity with TRY kits.	Pictures of familiar Left-right orientati reading.

QUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
th TRY kits.	Pictures of familiar objects Left-right orientation for reading.	Select pictures with similar beginning sounds. Manipulation of material to construct given design.

CRITERION TEST
Item No. 48

CONCEPT NO. 2.11

Auditory-Visual discrimination
Initial consonant sounds/symbols

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Lyons & Carnahan Phonics Games- Game #2 - "Spin-a-Sound" Ginn Kit B Pocket charts - tutor-made cards Dolch - Initial Sounds (flash (group) cards) Chalk board	Familiarity with game #2 Familiarity with Ginn Kit B Construction of wall chart and consonant cards Familiarity with cards Direct children's writing of sound from stimulus flash picture card.	Sound/symbol concept necessary for basic decoding skills

REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
with game #2 with Ginn Kit B of wall chart and rds with cards ren's writing of timulus flash .	Sound/symbol concept necessary for basic decoding skills	Play game - give another word with same beginning consonant. Write consonant. Match picture card to letter Use cards to reinforce sound/ symbol relations - give sound of letters Write the sound of the first letter in the picture name.

CRITERION TEST

Item Nos.
44 29
30 75
76
Item Nos. 50 & 59 - Same as 44

CONCEPT NO. 2.12

Words can be written and read

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Child's name - Chalk board, newsprint, etc.	Manuscript writing	Child's name is impo He will conceive of as a symbol.
Group Language - Experience Stories. Charts, paper, chalk, chalk board Herr, Activities for Reading Van Allen, pp. 41-42, Language Experience I. Titles on familiar objects around room.	Manuscript writing Stimulation of discussion of personal experience Techniques for construction of group experience charts (Herr, p. 41-42)	Teaches concept. "Wo written and read." discrimination; soun relationship
Color charts Herr, Activities for Reading, P. 15, 102, 138. Wm. C. Brown Co. Publishers 135 S. Locust St. Dubuque Iowa	Wall chart for cards Herr, p. 42	Easily understood, f used referents for w

	RATIONALE FOR MEDIA	LEARNER RESPONSE
	Child's name is important to him. He will conceive of the writing as a symbol.	Recognize and write own name.
ssion of ruction charts	Teaches concept. "Words can be written and read." Visual discrimination; sound/symbol relationship	Group discussion, dictate group story, illustrate story individually, read chart with tutor.
	Easily understood, frequently used referents for words.	Match color and word.

CRITERION TEST

Item Nos.

18	31	27
28	30	29

CONCEPT NO. 2.13

Personal vocabulary development

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Individual Language-Experience Stories Primary writing paper Paints, easels, felt pens Word banks, personal dictionary, picture dictionaries, films, filmstrips Tweedy Visual-Lingual Transparencies. Photo and Sound. Van Allen, Language Experience I	Manuscript writing Methods of construction of individual experience stories, take child's dictation or supervise child's writing of own story. Compilation and use of personal word banks, and/or dictionaries	Child's personal expe vocabulary and senter terns are more meanir him than someone else vocabulary, and so ar easily learned and re

UIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
ting struction of erience stories, ictation or d's writing of d use of personal d/or dictionaries	Child's personal experiences, vocabulary and sentence patterns are more meaningful to him than someone else's ideas, vocabulary, and so are more easily learned and remembered.	Paints or illustrates things which are meaningful to him. Then writes story about illustration, spelling phonetically and using personal word banks, dictionaries, etc., and aid of tutor.

CRITERION TEST

Item Nos.

16	18
31	33

CONCEPT NO. 2.14

Extended sight vocabulary development

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
A. Photo and Sound - Bell & Howell Language Master. Language Master cards Dolch list of basic 220 sight Vocabulary words - graded word list. Garrard Pub. Co.	Operation of Language Master Preparation of L. M. cards Informal inventory of 220 Basic Sight vocabulary	Auditory and visual forcement of sight v ulary. Sentence for context clues.
B. Dolch Basic Sight Vocabulary Cards Dolch Basic Picture cards Garrard Pub. Co.	Informal inventory using cards to help child find words he does not know. Card games - "Take" and "Slap Jack"	Additional reinforce Visual aid
C. Tutor-made books and stories using child's sight vocabulary in story. Use of word list in child's reader to determine vocabulary. Primary typewriter or manuscript.	Knowledge of child's present sight vocabulary and word attack skills. Same as above	Addition reinforceme Short, easy stories elop confidence and joyment in independe reading. Same as above.
D. Tutor-made dittoes with simple 2 or 3 step directions for simple drawings using child's sight vocabulary. Drawing paper, crayons.	Make games according to specific words needed by child. Knowledge of rules of self-made games.	Same as above.
E. Tutor-made games Herr, pp. 120-147		

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
age Master M. cards of 220 lary	Auditory and visual reinforcement of sight vocabulary. Sentence for context clues.	Traces word after tutor writes it large at top of card. Dictates sentence using the word. Tutor writes sentence underneath word. Tutor records, child listens, reads. Child records. Reads sentence to tutor.
using cards words he rd games - ack"	Additional reinforcement Visual aid	Works with 5-6 cards at a time until they are learned.
's present nd word	Addition reinforcement. Short, easy stories develop confidence and enjoyment in independent reading.	Reads story
	Same as above.	Reads directions, makes directed pictures, etc.
ng to ded by of rules .	Same as above.	Play game with another child or tutor

CRITERION TEST

Item Nos.
14 22 3
23 78

CONCEPT NO. 2.15

Final consonant sounds/symbols

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Lyons & Carnahan Phonics Game #3 - "Bingobang" Tutor-made games - Herr, 120-147	Knowledge of game	Reinforcement of fin sounds/symbols, visu auditory, kinestheti

RED	RATIONALE FOR MEDIA	LEARNER RESPONSE
	Reinforcement of final sounds/symbols, visual, auditory, kinesthetic	Play game Write sounds or forfeit turn

CRITERION TEST

Item No.
45
Item 45 same as 44.

CONCEPT NO. 2.16

Initial consonant blends

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
L. C. Phonics Games #4 - "Blends Race" Tutor-made games - Herr 120-147	Knowledge of initial blends Knowledge of rules of game	Reinforce initial blend Visual, auditory, kines tic.

	RATIONALE FOR MEDIA	LEARNER RESPONSE
blends game	Reinforce initial blends. Visual, auditory, kinesthetic.	Play game - write sound

CRITERION TEST
Item No. 44

CONCEPT NO. 2.17

Initial consonant digraphs

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
L. C. Game #5 -"Digraph Whirl" (bingo)	Knowledge of digraphs game	Reinforce digraphs, vi auditory, kinesthetic

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
phs game	Reinforce digraphs, visual auditory, kinesthetic	Play game - write sound

CRITERION TEST
Item No. 46
Item 46 same as 44.

CONCEPT NO. 2.18

Initial and final digraphs

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
L. C. Game #6 - "Digraph Hopscotch"	Knowledge of Digraphs game	Reinforcement, visual auditory, kinesthetic

UIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
graphs game	Reinforcement, visual auditory, kinesthetic	Play game - write sound

CRITERION TEST
Item No. 43

CONCEPT NO. 2.19

Short vowels

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
L. C. Phonics Game #7 - "Vowel Dominoes"	Knowledge of short vowels	Short vowel reinforcement
Stand Up - Sound Off cards (picture) "Take" game, etc. Dolch	Separate commercial flash cards according to phonetic principles (short vowels, blends, etc.)	Reinforcement

EQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
short vowels	Short vowel reinforcement	
ercial flash cards phonetic principles , blends, etc.)	Reinforcement	Use picture clue to read card.

CRITERION TEST

Item Nos.
42 79 80

CONCEPT NO. 2.20

Vocabulary/comprehension development

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Tape recorder, child's books, reference materials, poetry, literature, social studies, science. SQ3R	Use of tape recorder Reading material into tape recorder so that child can read it with tape later alone. May tape questions, directions if desired. (SQ3R)	Child can use material direct assistance from

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
ler nto tape hild can later alone. , directions)	Child can use material without direct assistance from tutor	Reads book with tape recorded story. May respond to directions, questions in appropriate manner. (SQ3R)

CRITERION TEST

Item Nos.
7 69

CONCEPT NO. 2.21

Oral reading

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Appropriate reading material reader, literature book, own stories	Distinguish purposes for oral reading (choral, entertainment, sharing ideas, etc.) Techniques in assisting a child in oral reading	Become aware that rea reading orally will a and manner of reading aware of oral reading ques.

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
es for oral ntertainment, .) sting a child	Become aware that reason for reading orally will affect kind and manner of reading. Become aware of oral reading techniques.	Reads orally alone and/or with others

CRITERION TEST

Item No.
53

CONCEPT NO. 2.22

Eye-hand coordination

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
TRY 1, 2, 3 Puzzles, scissors, duplicated material, balls, beads and string, paper, pencils, crayons	Familiarity with TRY material Secure needed materials	Basic skills for writ

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
RY material rials	Basic skills for writing	Tracing, matching shapes as with TRY materials, cutting, pasting, throwing, catching, tying, stringing beads, copying letters, shapes, writing.

CRITERION TEST

Item Nos.
48 63

CONCEPT NO. 2.23

Alphabetical order

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Alphabet song (record if desired) Alphabet chart Alphabet books - trade & child's	Sing song, operate phonograph Use alphabet chart	Skill needed for locati in trade, own dictiona

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
phonograph	Skill needed for locating words in trade, own dictionaries	Recite alphabet - name letters out of order, if asked

CRITERION TEST
Items Nos. 81 36

CONCEPT NO. 2.24

Dictionary skills

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
My Little Pictionary Harper & Rowe Basal Reader, Primer, 1st Reader P. O. Box 370 Pleasanton, Calif. 94566	Knowledge of use of pictionary Familiarity with children's readers for use of appropriate material	Read words - locate s

	RATIONALE FOR MEDIA	LEARNER RESPONSE
ctionary ren's ropriate	Read words - locate spellings	Identify words and/or get meanings

CRITERION TEST
Item Nos. 13 82

CONCEPT NO. 2.25

Reading charts, graphs, maps

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Tutor-made charts, graphs, maps, relative to work children are doing in subject areas (social science, health, science, etc.) (as child's height, temperature, map of school, home, etc.)	Knowledge of construction of charts, graphs, maps	Chart graph reading requi special instruction

	RATIONALE FOR MEDIA	LEARNER RESPONSE
ction aps	Chart graph reading requires special instruction	Help construct charts with tutor's supervision

CRITERION TEST
Item No. 68

CONCEPT NO. 2.26

Reading table of contents
Title page of book

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Child's books	Ability to use table of contents, title page	Specific skill required

L REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
use table of title page	Specific skill required	Locate specific information found in table of contents - title page.

CRITERION TEST

Item No.
2

CONCEPT NO. 2.27

Use of recreational reading material

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Library materials, magazines, funny papers, etc.	Ability to use reference materials to help child find books, materials in his interest areas. Ability to help child find material that is not too difficult for him.	Develop concept: Readi Is Fun.

	RATIONALE FOR MEDIA	LEARNER RESPONSE
tence mat- find books, terest areas. ld find too diff-	Develop concept: Reading Is Fun.	

CRITERION TEST

Item Nos.

5	24
25	26

CONCEPT NO. 2.28

Use of independent reading material

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Library materials, out of print texts, newspapers, etc.	Ability to help child find a book in his interest area which he can read with no more than 1 error in 50 words (98% accuracy)	Foster independent rea for individual and/or reports, projects, etc

EQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
lp child find interest area read with no more in 50 words	Foster independent reading for individual and/or group reports, projects, etc.	Reading for reports, discussion, information in specific areas.

CRITERION TEST

Item Nos.
24 25 26

CONCEPT NO. 2.29

Use of instructional reading material

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Health, science, social science, books, Weekly Readers, Scholastic Book Co.	Present new vocabulary, concepts for materials that are to be read at his instructional reading level for specific purposes (A child can miss one word in 20 - 95% accuracy.)	To extend child's readi ability by presenting n vocabulary, concepts in controlled manner for specific reading purpos

RED	RATIONALE FOR MEDIA	LEARNER RESPONSE
ılary, concepts t are to be uctional read- cific purposes one word in .)	To extend child's reading ability by presenting new vocabulary, concepts in a controlled manner for specific reading purposes.	Reading for specific purposes in material which is challenging, interesting, informative

CRITERION TEST

Item Nos.
24 25
26 83

CONCEPT NO. 2.30

Correcting own work - proofreading

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Tape recorder, picture dictionary, lists of words in back of child's reader	Use of tape recorder Techniques in helping child proofread his own work	The child should be able find and correct many of careless errors himself, guidance

RED	RATIONALE FOR MEDIA	LEARNER RESPONSE
der ping child work	The child should be able to find and correct many of his careless errors himself with guidance	Tape, listen to own story Read to locate grammatical errors, obvious but not phonetic spelling errors

CRITERION TEST

Item Nos.
7 55

CONCEPT NO. 2.31

Interpretation of figures of speech

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Graphic illustration of figures of speech (the rolling green hills.) Guessing game - leave off figure of speech and have group guess what it is from illustration.	Knowledge of methods of illustrating figures of speech.	When interpreted literal figures of speech are co fusing to the child and interfere with comprehen

RED	RATIONALE FOR MEDIA	LEARNER RESPONSE
ods of res of	When interpreted literally, figures of speech are confusing to the child and interfere with comprehension.	Illustrate figures of speech as they would be interpreted literally ("Higher than a kite.") Illustrate - guess at literal meaning.

CRITERION TEST
Item No. 20

CONCEPT NO. 2.32

Critical readings: fact - opinion

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Children's reading material	Ability to differentiate fact and opinion	Children need to be awa that much of what they as fact is actually onl opinion and open to que

KILL REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
to differentiate fact nion	Children need to be aware that much of what they read as fact is actually only opinion and open to question.	Read - Participate in discussion of elements of fact, opinion. Read specifically for items of fact, opinion. List fact/opinion items.

CRITERION TEST

Item No.
84

CONCEPT NO. 2.33

Vocabulary - comprehension development

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Tape recorder Pupils' books, literature, poetry, etc., social science, health,etc.	Read stories and study material into tape recorder so child can read it back with tutor. Ability to direct child's thinking, questioning, survey techniques (SQ3R) before he begins to read; help formulate questions to be answered by reading.	Develop concept that th reader should think abo what he is going to rea before reading, to impr his comprehension.

IRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
study pe recorder d it back t child's oning, s (SQ3R) to read; uestions to eading.	Develop concept that the reader should think about what he is going to read before reading, to improve his comprehension.	Follow SQ3R method before reading and be able to respond appropriately to tutor's/child's taped questions.

CRITERION TEST

Item Nos.
7 69

CONCEPT NO. 2.34

Language-experience stories/charts

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
See K-1, Concept 12; Van Allen's Language Experience, Level II, III. Class and individual projects. Films, filmstrips, field trips. Tweedy Visual Lingual transparencies. Typewriter (primary) and/or manuscript or cursive writing as appropriate for taking child's dictation if desired.	Familiarity with Van Allen techniques of writing experience stories. Operation of necessary machines Typing (if skill already possessed by tutor)	See K-1

QUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
th Van Allen writing exper-	See K-1	See K-1
ecessary machines ll already possessed		

CRITERION TEST

Item Nos.
85 28
4 18
See K-1, concept 2.11

CONCEPT NO. 2.35

Knowledge of alphabet

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Alphabet cards - charts in random and alphabetical order See K-1, concept 2.9	Informal test to determine proficiency	See K-1 Skills may need to be re forced again in 2nd, 3rd grade.

	RATIONALE FOR MEDIA	LEARNER RESPONSE
ermine	See K-1 Skills may need to be reinforced again in 2nd, 3rd grade.	See K-1 Informal test - child reads random letters - sounds and names, then writes the sound heard at beginning of dictated word

CRITERION TEST

Item No.
3
See K-1, Concept 2.9

CONCEPT NO. 2.36

Short vowel sounds

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Vowel charts - for other materials See K-1, concept 19.	Informal test to determine proficiency.	See K-1 Reinforcement may be need

EQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
to determine	See K-1 Reinforcement may be needed	See informal test on concept 2.35 Writes vowel sound heard in middle of word. See K-1

CRITERION TEST

Item No.
3
See K-1, Concept 2.19

CONCEPT NO. 2.37

Consonants, final position

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
See K-1	Informal test	See K-1 Reinforcement may be nee

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
	See K-1 Reinforcement may be needed	See concept 2.36 (informal inventory) Writes sound heard at end of word. See K-1

CRITERION TEST

Item No.
3
See K-1, Concept 2.15

CONCEPT NO. 2.38

Initial consonant blends, digraphs

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
See K-1	Informal test	See K-1 Reinforcement may be needed

D	RATIONALE FOR MEDIA	LEARNER RESPONSE
	See K-1 Reinforcement may be needed	See concept 2.37 (writes, blend, digraphs) See K-1

CRITERION TEST

Item No.
3
See K-1, Concepts 2.15, 16, 17, 18

CONCEPT NO. 2.39

Vowel diphthong

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Dolch Vowel Game	Knowledge of diphthongs	Basic to word attack ski
Lyons & Carnahan Phonics	Knowledge of game	
Games - Kit #9 "Full House"	Select specific cards having diphthong elements	
Stand up - Sound off cards, pictures		
Informal techniques- building word families, flash cards, etc.	Techniques for building word families	
The Magic World of Dr. Spello, McGraw-Hill (Webster Div.)	Use of book.	

EQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
diphthongs game ic cards having ments r building word	Basic to word attack skills	Play game - write Use pictures to read cards Play games Make cards Exercises as needed

CRITERION TEST

Item Nos.

41	38	80
78	86	

CONCEPT NO. 2.40

Hard, soft "G" sounds

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
L. C. Phonics games "Spin hard, spin soft"	Knowledge of game	Word attack skill

ILL REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
e of game	Word attack skill	Play game - write sound

CRITERION TEST
Item No. 86

CONCEPT NO. 2.41

Dictionary skills, alphabetical order

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Any set of word cards - Harper & Row 2nd, 3rd reader Dictionaries in readers Ditto masters available	Skill required to alphabetize to 2nd letter Familiarity with basic readers.	Necessary for using dicti

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
alphabetize to asic readers.	Necessary for using dictionary	Place cards in alphabetical order to 2nd letter

CRITERION TEST
Item Nos. 21 82

CONCEPT NO. 2.42

1. Library skills
2. Syllabication, accent

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Card catalog Index cards Library, bookmobile Informal syllabication techniques - Clap word parts Harper & Row Basic Readers for 2nd and 3rd grade L. C. Game #10 - "Syllable Count"	Familiarity with library procedures, catalog, index Knowledge of game	Proficiency in locating information sources, pl reading

D	RATIONALE FOR MEDIA	LEARNER RESPONSE
brary , index	Proficiency in locating information sources, pleasure reading	Visit library - practice skills - find specific books Listen to words, clap parts, use of game

CRITERION TEST

Item Nos.

5	86
82	38

CONCEPT NO. 2.43

Glossary usage

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Children's texts: social science, science, health	Familiarity with glossary	Assistance in comprehen

IRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
glossary	Assistance in comprehension	Locate specific information in glossary

CRITERION TEST
Item No. 89

CONCEPT NO. 2.44

Reading in the content areas

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Harper & Row Strand II Readers - Grades 1, 2, 3	Familiarity with material Assist teacher with follow-up activities in the content areas (literature, social science, science)	Specific skills needed reading in content area

REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
with material er with follow-up n the content areas social science,	Specific skills needed for reading in content areas.	Projects involving specific skills studied in Strand II books.

CRITERION TEST

Item No.
82

CONCEPT NO. 2.45

Charts, graphs, pictorial charts

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
See K-1 Charts relevant to child's study areas - as parts of flower	Ability to construct and interpret bar, line, pie, pictorial chart.	Skills needed for readin in the content area

L REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
construct and bar, line, pie, chart.	Skills needed for reading in the content area	Construct charts See K-1

CRITERION TEST

Item No.
68

CONCEPT NO. 2.46

Manuscript and/or cursive writing

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Noble & Noble Handwriting Guide	Manuscript writing Cursive writing	Skill needed to communi ideas

RATIONALE FOR MEDIA	LEARNER RESPONSE
Skill needed to communicate ideas	Write stories, reports, personal letters, etc.

CRITERION TEST

Item Nos.
18 4

CONCEPT NO. 2.47

Listening skills

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Films, records Stories read to children Informal techniques: games, oral directions for sequence of activities. Herr, Activities for Reading, Lasnik tapes, materials Tape recorder Alameda Co. Schools Rock LeFleche	Use of machines Reading techniques Selection of appropriate games Familiarity with materials Tape recorder	Skills necessary for following directions

REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
nes niques appropriate with materials r	Skills necessary for following directions	Listen for specific information sequence of events Oral, written or signal response as indicated

CRITERION TEST
Item Nos.
9 1
78 90

CONCEPT NO. 2.48

Correcting own work

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
See K-1	See K-1 More specific help needed with spelling correction at this level Locate reference books	See K-1

QUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
help needed with ction at this ce books	See K-1	See K-1 Child should have fewer phonetic spellings at this level Use readers, resource material, dictionaries for spelling

CRITERION TEST

Item No.
63
See K-1, Concept 2.30

CONCEPT NO. 2.49

Oral read

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
See K-1	See K-1	See K-1

RED	RATIONALE FOR MEDIA	LEARNER RESPONSE
	See K-1	See K-1

CRITERION TEST

See K-1, Concept 2.21

UPPER ELEMENTARY GRADES
4 - 8

CONCEPT NO. 2.50

Understanding organization of simple paragraphs
by doing exercises in workbook

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Be A Better Reader Series, Nila Banton Smith	Knowledge of Smith workbooks	To understand main idea of a paragraph To be able to identify supporting details of main idea

IRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
th workbooks	To understand main idea of a paragraph To be able to identify supporting details of main idea	Understand context through understanding of paragraph structure.

CRITERION TEST

Item No.
77

CONCEPT NO. 2.51

Understanding organization of simple paragraphs
by writing titles for paragraphs read aloud by tutor.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Read three paragraphs from Smith series	Ability to read clearly	To learn importance of titles To clarify paragraph st

	RATIONALE FOR MEDIA	LEARNER RESPONSE
rly	To learn importance of good titles To clarify paragraph structure	

CRITERION TEST

Item No.
53

CONCEPT NO. 2.52

Understanding... by writing short paragraphs with main idea supported by details

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Write group paragraph with: title, main idea, details, conclusion. Write individual paragraphs. Read and act as critics of one another's paragraphs.	Ability to direct group writing. Ability to motivate individual paragraph writing	To learn good organiz reading and writing p

	RATIONALE FOR MEDIA	LEARNER RESPONSE
roup	To learn good organization in reading and writing paragraphs	Applying knowledge of paragraph structure to individual writing Writing well organized paragraphs
n		

CRITERION TEST

Item No.
92

CONCEPT NO. 2.53

Understanding... comprehension of content areas through listening to taped lessons.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Taped lesson Use SQ3R (Survey Question, Read, Recite, Review) method, directing student on tape. Lesson is read and recorded on tape. Student follows taped directions and reading	Operate tape recorder Be familiar with SQ3R Read at slow enough pace for student to follow	To understand organiz a school lesson and t by following in silen taped recordings

RATIONALE FOR MEDIA	LEARNER RESPONSE
To understand organization of a school lesson and to "read" by following in silent reading taped recordings	Understanding context of content areas.

CRITERION TEST
Item Nos. 7 69 17

CONCEPT NO. 2.54

Understanding... comprehension through listening: auditory discrimination, instant recall remembering sequence, listening for main ideas and details, listening for cause and effect listening for mood, inferring information, distinguishing fact from opinion.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
SRA Listening Skills Program IIa, IIb, IIc - 21-40234 SRA - Dr. Vernon Larsen 3981 Fruitvale Oakland 94602	Operate record player	To develop and strengt listening abilities

uditory discrimination, instant recall, following directions,
etails, listening for cause and effect, visualizing and
shing fact from opinion.

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
yer	To develop and strengthen listening abilities	Advances in all listening skills

CRITERION TEST

Item Nos.
1 7 67
See item 65

CONCEPT NO. 2.55

Understanding...comprehension through analyzing ideas and making logical conclusions

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
SRA - Reading for Understanding (Jr. edition)	Use reading for understanding lab.	To develop comprehensi being able to draw con from reading

as and

IRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
nderstanding	To develop comprehension by being able to draw conclusions from reading	Progress in comprehension skills

CRITERION TEST

Item No.
66
See item 5

CONCEPT NO. 2.56

Understanding...comprehension through reading directions and following them

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Treasure Hunt with 5 clues leading to finding of "treasure"	Construct sequential steps (directions) to conclusion (treasure)	To read directions a follow them

EQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
uential steps to conclusion	To read directions and follow them	Learns to follow directions in sequential order

CRITERION TEST

Item No.
72

CONCEPT NO. 2.57

Understanding...comprehension through recognizing differences and similarities in English and Spanish languages

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Photo and Sound - Bell & Howell Use Language Master to record Spanish and English words	Use of Language Master	To differentiate voc of Spanish and Engli

differences

UIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
Master	To differentiate vocabulary of Spanish and English	Break down barriers between English and Spanish languages

CRITERION TEST

Item No.
14

CONCEPT NO. 2.58

Understanding...comprehension through familiarity with certain common cognates

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Word game	Use of word game	To understand certain c which need special pron

ity

REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
game	To understand certain cognates which need special pronunciation	Break down barriers between English and Spanish languages

CRITERION TEST

CONCEPT NO. 2.59

Understanding...phonetic analysis auditory-visual

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
SRA Spelling Word Power Laboratory series - IIa, IIb, IIc Tracks 1 and 2	Acquaintance with SRA spelling and word power lab	To reinforce phoneti structural analysis

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
SRA power lab	To reinforce phonetic and structural analysis skills	Analyze words through phonetic and structural analyses skills

CRITERION TEST

Item No.
65

CONCEPT NO. 2.60

Understanding...structural analysis

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
SRA Spelling Word Power Lyons & Carnahan Games Kit Cyclo-Teacher (Field Enterprises)	Ability to use Cyclo-Teacher	See concept 2.10

QUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
Cyclo-Teacher	See concept 2.10	See concept 2.10

CRITERION TEST
Item Nos. 65 64

CONCEPT NO. 2.61

Language-experience stories - Field trips in community: pre-planning the trip, the trip, the followup

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Short field trips for specific information gathering Specific reading: road signs, safety signs, directions Use Motor Vehicle Code Book for road signs	Ability to record dictated stories and specific information from children	To recognize "survival" vocabulary. To add to vocabulary (telephone directory)

mmunity:

REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
ecord dictated specific infor- children	To recognize "survival" vocabulary. To add to vocabulary (telephone directory)	Move about in community, safely and independently

CRITERION TEST

Item Nos.
16 74 73

CONCEPT NO. 2.62

Field trip to library for specific information
Use of card catalog, acquaintance with Dewey Decimal System

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR M
Locate certain books in card catalog. Locate area where: encyclopedias are found periodicals are found	Knowledge of library	To use card cat reference To know where t reference mater recreational re

D	RATIONALE FOR MEDIA	LEARNER RESPONSE
y	To use card catalog for reference To know where to look for reference materials, recreational reading books.	Use of facilities of a small school or county library

CRITERION TEST

Item No.
5

CONCEPT NO. 2.63

Study of format of a book: title page, table of contents, appendix, index, glossary

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Use any 4-6 textbook: Identify unit title of each section Find page reference to specific subject in table of contents If there is a glossary, list definition for certain given words	Knowledge of format of a textbook	To become well acquaint with format of a textb

IRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
mat of a	To become well acquainted with format of a textbook	Use textbooks independently, knowing where to locate materials and information

CRITERION TEST
Item No. 93

CONCEPT NO. 2.64

Use of dictionary

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Learn diacritical markings Learn how to find words through alphabetizing and use of key words	Knowledge of format of a dictionary	To be able to use th dictionary and thesa tools to better comp and more expressive

QUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
ormat of a	To be able to use the dictionary and thesaurus for tools to better comprehension and more expressive writing	Use of thesaurus to find wide shades of meaning in reading and original writing

CRITERION TEST
Item No. 12

CONCEPT NO. 2.65

Use of Thesaurus

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR
Given certain words, find how many other ways these words can be used Ex: Big Other words: large, huge, enormous Given a paragraph with certain words underlined, use thesaurus to find other words for those underlined	Knowledge of use of thesaurus	See concept 2.

EQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
use of	See concept 2.15	See concept 2.15

CRITERION TEST
Item Nos. 71 77

CONCEPT NO. 2.66

Use of figurative, poetic language
Use of prosaic language

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR ME
Read selected poems from Reflections On A Gift of Watermelon Pickles Recognize figurative speech and sensory appeal: Mean as a bear the little brook laughs a bullet whizzed some Sad Sams Write 4 lines of original poetry using figurative speech. Contrast paragraph of prose (from a textbook) with poetic prose or poetry	Ability to read poetry and prose with good inflection, intonation, enunciation, and emotion (feeling)	To be able to di between poetic l prose language i vocabulary emotional attitu figurative speec

REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
ead poetry and ood inflection, enunciation, and ling)	To be able to differentiate between poetic language and prose language in: vocabulary emotional attitude figurative speech	Appreciate special qualities and purposes of poetry, prose

CRITERION TEST

Item No.
53

CONCEPT NO. 2.67

Critical listening to
improve comprehension

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR ME
Lesson 8Ba: Programs in Oral Communication (Len Lasnik) "Applying Standards to Judge Persuasion": pre-test recording post-test Alameda County Schools	Knowledge of Lasnik program in oral communication Ability to use record player	To be able to t between fact an in everyday med

REQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
: Lasnik program in .cation ıse record player	To be able to tell difference between fact and persuasion in everyday media	Think independently

CRITERION TEST

Item Nos.
84 90

CONCEPT NO. 2.68

Exploratory reading

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Use of library corner or library	Ability to point out variety of reading materials	To be able to explore v all kinds of reading ma and to discover materia special individual inte

	RATIONALE FOR MEDIA	LEARNER RESPONSE
variety	To be able to explore widely all kinds of reading materials and to discover materials of special individual interest	Develop intellectual curiosity about variety of reading materials Develop reading tastes

CRITERION TEST
Item No. 63

INDEX OF CRITERION TEST ITEMS

Item No. 1. Phonograph The aide will be able to operate, without error, 3 standard-type phonographs and play records on them at speeds of 33-1/3, 45, 78 RPM.

Item No. 2. Use of Table of Contents
The aide will demonstrate knowledge of the Table of Contents by turning to the correct page when given a list of subjects or titles by the instructor. This will be done using at least 4 different books.

Item No. 3. Informal Inventory
The aide should be able to administer a standard informal inventory sheet to students with 100% accuracy. This will include administering the test and correcting it but will not include interpretation.

Item No. 4. Cursive The aide will be able to demonstrate skill in cursive writing by writing a dictated paragraph using correct form and punctuation, and both capital and small letters without error. The aide will further demonstrate by writing, in cursive, the alphabet in both capital and small letters.

Item No. 5. Library Skills The aide will demonstrate competency with library skills by selecting correct books when given a list of author or subject or title. The list will be prepared by the instructor and will conform to the Dewey Decimal System. This will include correct usage of the index file.

Item No. 6. Tape Recorders (2)
The aide will be able to recognize and locate malfunction in the tape recorder which will include: Improper speeds (RPM), incorrect volume control and broken tape, and to correct them with complete accuracy.

Item No. 7. Tape Recorders (1)
The aide will be able to operate 3 standard-type tape recorders, including loading of the reels and unloading without error. This will include both recording and playing.

Item No. 8. 16mm Projector (1)
The aide will be able, at the conclusion of instruction, to operate, without error, 3 common types of 16mm MPP and to show a film from beginning to end. This task will include threading of the film, operation of the projector and rewinding process.

Item No. 9. 16mm Projector (2)
The aide will be able to recognize and locate malfunction of a 16mm MPP that will include improper framing, broken film, burned out globe, and improper looping and be able to correct and/or repair the malfunction with 100% accuracy.

Item No. 10. Overhead Projector
The aide will be able to correctly operate 3 types of standard overhead projectors without error. This will include changing bulbs.

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lude changing bulbs.

Item No. 11. Filmstrip Projector
The aide will be able to operate 3 standard types filmstrip projectors without error. This will include: loading and threading, proper framing and rewinding upon completion; also included will be bulb changing.

Item No. 12. Dictionary From a given list of words and using a standard dictionary the aide will be able to look up 15 words and write the dictionary definition, without error, in a 30 minute period of time.

Item No. 13. Pictionary The aide shall demonstrate knowledge of using the Pictionary by explaining its three parts and telling the use of the Pictionary to the instructor with 100% accuracy.

Item No. 14. Language Master The aide will learn to operate a Language Master with 100% accuracy and demonstrate this by teaching the skill to another person. Included in this will be the skill of recognizing the source of any student error and correcting it.

Item No. 16. Writing Dictated Stories
The aide will demonstrate the ability to write stories dictated by the learners by correctly writing 3 stories on the blackboard as they are dictated by the instructor. The aide will do this with 90% accuracy in both manuscript & cursive writing.

Item No. 18. Standard (Manuscript)
The aide will be able to demonstrate skill in using standard manuscript writing by writing a dictated paragraph either on the board or on paper, using correct form and punctuation and without error and using both upper and lower case correctly. The aide will further demonstrate by printing the alphabet in both upper and lower case letters, using standard script, without error.

Item No. 20. Figure of Speech
The aide will demonstrate, at the termination of instruction, 3 examples of figures of speech by drawing illustrations representing 3 original figures of speech.

Item No. 21. Alphabetize to Second Letter The aide will be able to place words in correct alphabetical order to the second letter by correctly ordering a given list of words with 100% accuracy.

Item No. 22. Preparing Language Master Cards The aide will demonstrate skill in preparing L.M. cards by preparing 5 cards from a list of given words prepared by the instructor, without error.

Item No. 23. Individual Sight Vocabulary The aide will be able to determine an individual students' sight vocabulary by identifying his current reading book or level (the book he's reading in currently) and assuming he knows vocabulary from previous books.

Item No. 24, 25, 26. Determining Degree of Reading Accuracy (Independent Level)
The aide will be able to determine student accuracy by following the prescribed accuracy formula for number of words missed in relation to number of words pronounced correctly as determined by instructor. The aide will also be able to differentiate between independent, instructional and recreational reading books by selecting 5 of each variety from the library without error.

Item No. 27. Experience Charts The aide will be able to construct an experience chart using a group of their peers in the demonstration with 80% accuracy, after instruction.

Item No. 28. Language Experience Writing In Chart Form After instruction the aide will be able to take a group of peers on a short excursion, return and construct a language experience chart, eliciting responses from the group, to the satisfaction of the instructor.

Item No. 29. Wall Chart (Construction)
The aide will be able to construct a wall chart from cardboard and wrapping paper, with pockets 1" deep with 3" backs, without error. Size to be determined by the instructor.

Item No. 30. Wall Chart (Utilization)
The aide will be able to verbalize a minimum of 5 common uses of a wall chart and demonstrate at least one use without error.

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error.

Item No. 31. Individual Language Experience Stories The aide will be able to demonstrate the specific techniques for helping a child write his own story by taking part in a simulation exercise with another student - to the satisfaction of the instructor.

Item No. 32. Alphabet Book The aide will demonstrate knowledge of an alphabet book by constructing a book using the letter of the alphabet to the satisfaction of the instructor.

Item No. 33. Word Bank for Personal Vocabulary The aides will construct a word bank vocabulary for themselves using at least 20 words (from the instructional program) that are new to them. They will verbalize at least 5 uses for WBPV to the satisfaction of the instructor.

Item No. 34. Consonant Rummy The aide will demonstrate the knowledge of the game by successfully participating in a game with a peer group, with each taking a turn as leader.

Item No. 35. Rhythmic Patterns The aide will demonstrate skill with rhythmic patterns by selecting 2 records of their choice: play the record, listen to the pattern, turn the record off, and repeat the pattern with clapping, as judged by the instructor.

Item No. 37. Questioning Techniques to Stimulate Learner Responses The aide will be able to demonstrate knowledge of questioning techniques by taking part in an exercise with 3 different pictures and questioning a peer group, with 80% accuracy as judged by the instructor.

Item No. 39. Syllabication Be able to respond correctly to the areas of syllabication on the Durkin-Meshover test.

Item No. 40. Diphthongs
Same as 39. Durkin-Meshover test.

Item No. 41. Dolch Vowel Game
The aide will be able to correctly utilize the Dolch Vowel Game in a simulated exercise without error.

Item No. 42. Phonics Game Vowel Dominoes. The aide will be able to correctly utilize the Phonics Game, Vowel Dominoes, in a simulated classroom situation, with out error.

Item No. 43. Digraph Hopscotch Game The aide will be able to correctly utilize the Digraph Hopscotch Game in a simulated classroom situation without error.

Item No. 44. Standardized Material The aide will be able to correctly utilize the standardized material in a simulated classroom situation without error.

Item No. 45. Bingobang Game
Same as 44.

Item No. 46. Digraph Whirl Game (Bingo)
Same as 44.

Item No. 47. Tweedy's Kit

Item No. 48. TRY Kit 1-2-3

Item No. 49. Old Itch Game

Item No. 50. Spin-a-Sound Game

Item No. 51. Discovering Opposites Kit
Same as 44.

Item No. 54. Field Trips The aide will demonstrate competence in field trip experiences by receiving directions prior to the trip, taking the trip, and returning and participating in an experience chart exercise - and succeeding as determined by the instructor.

Item No. 55 Writing Correction Techniques
The aide will demonstrate competency in assisting learners to correct their writing papers by actually taking part in the correcting of 5 papers. The aide will know of at least 3 sources the student may use for self-correction. They will do this without error.

Item No. 56. Storytelling The aide will demonstrate storytelling skill by verbally telling a story either of their own choice or from a storytelling manual to a small group. Competency will be determined by the instructor.

Item No. 45. Bingobang Game
Same as 44.

Item No. 46. Digraph Whirl Game (Bingo)
Same as 44.

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Item No. 57. Flannel Board The aide will demonstrate the use of a flannel board to the instructor without error.

Item No. 58. Ginn Kit A Same as 44.

Item No. 59. Ginn Kit B. Same as 44.

Item No. 60. Opposites The aide will be able to physically demonstrate 10 opposites, such as over, under, around, etc., without error.

Item No. 62. Finger Plays The aide will demonstrate the ability to correctly perform 5 finger plays as described in the storytelling manual.

Item No. 63. Locate Sources of Materials The aide will be able to follow, without error, the teacher's instructions for obtaining appropriate resource materials when directed. They will obtain at least 10 types of materials.

Item No. 64. Cyclo-Teacher The aide will demonstrate competency with the Cyclo-Teacher Machine by operating it through a complete program without error.

Item No. 65. SRA Spelling Lab The aide will demonstrate skill with the SRA Spelling Lab by correctly utilizing the various components of the kit in a simulated group teaching situation - competency judged by the instructors.

Item No. 66. SRA Reading Lab
See Item No. 5.

Item No. 67. SRA Listening Lab
See Item No. 65.

Item No. 68. Charts-Maps-Graphs
The aide will be able to correctly use charts, maps, and graphs for solving 6 given problems with 100% accuracy.

Item No. 71. Thesaurus (2)
From 3 given paragraphs the aide will re-write each substituting key words that will change the original intent of the author, using Roget's Thesaurus with 75% Accuracy.

Item No. 72. Direction Writing In Sequential Order Given 3 conclusions to a problem the aide will write 5 directions leading to the conclusion in proper sequence without error.

Item No. 73. Telephone Directory
Given a list of 5 concepts the aide will be able to select sections of the telephone directory that relates to the concepts, without error. A matching exercise.

Item No. 74. Motor Vehicle Code
Using a list of 20 key words the aide will be able to relate the words to sections of the California Vehicle Code, without error.

Item No. 75. Preparing Flash Cards
The aide will be able to demonstrate skill in flashcard preparation and use, utilizing 5 different concepts without error.

Item No. 76. Direct Learners Writing Responses from Flash Cards The aide will be able to complete an exercise in directing correct writer response from flashcards without error.

Item No. 77. Thesaurus (2) Given a list of 15 words the aide will find another shade of meaning for each word with 80% accuracy in Roget's Thesaurus.

Item No. 77. Knowledge of Smith Workbook
The aide will demonstrate skill in using the Smith Workbook by correctly using it in both a one-to-one situation and small group situation. The four areas of comprehension, vocabulary, specific vocabulary and speed will be judged by the instructor.

Item No. 78. Informal Games-Tutor Constructed The aide will be able to construct at leat 5 games for student use as described in Learning Activities for Reading by Herr.

Item No. 79. Separating Flash Cards According to Phonetic Principles
The aide will be able to distinguish major phonetic principles and utilize these with flash cards without error.

Item No. 80. Stand Up, Sound Off
The aide will be able to use the game stand-up, sound-off without error in a small group situation.

Item No. 82. Familiarity with Childrens Readers The aide will have a working knowledge of the basic reading series and be able to pass a test with 80% accuracy of 25 selected questions.

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Item No. 83. Presentation of Vocabulary The aide will be able to demonstrate abil- ity to present new vocabulary and concepts in a group situation to prepare learner for new reading material - to the satisfaction of the instructor.

Item No. 84. Differentiation of Fact and Opinion The aide will be able to read 3 paragraphs and list items correctly that are fact and those that are opinion.

Item No. 85. Van-Allen Manual The aide will demonstrate ability to correctly use the Van Allen Manual of Language Experiences by using it in a group situation without error.

Item No. 86. Dr. Spello Work Book The aide will be able to use the work book in a group situation to the satisfaction of the instructor.

Item No. 87. Spin Hard, Spin Soft Game Same as 86.

Item No. 89. Glossary The aide will demon- strate skill in using a glossary by correctly finding 10 given subjects in the glossaries of 4 books without error.

Item No. 90. Oral Communication The aide will be familiar with Len Lasnik's tapes and demonstrate competency by using 2 tapes in a group situation with accuracy as judged by the instructor.

Item No. 91. Teacher's Guide to Storytelling Same as above.

Item No. 92. Directing Group Writing The aide will be able to write a paragraph which will include topic sentence, at least two supporting sentences and a conclusion. The aide will be able to underline these and label correctly.

Item No. 93. Textbook Format
The aide will be able to correctly locate, without error, the parts of a textbook as listed by the instructor.

I certify this tutorial-aide has acquired the below numbered tutorial skills. Those skills which are checked (✓) have not been acquired to criterion level.

2.1	( )	2.18	( )	2.35	( )	2.52	( )
2.2	( )	2.19	( )	2.36	( )	2.53	( )
2.3	( )	2.20	( )	2.37	( )	2.54	( )
2.4	( )	2.21	( )	2.38	( )	2.55	( )
2.5	( )	2.22	( )	2.39	( )	2.56	( )
2.6	( )	2.23	( )	2.40	( )	2.57	( )
2.7	( )	2.24	( )	2.41	( )	2.58	( )
2.8	( )	2.25	( )	2.42	( )	2.59	( )
2.9	( )	2.26	( )	2.43	( )	2.60	( )
2.10	( )	2.27	( )	2.44	( )	2.61	( )
2.11	( )	2.28	( )	2.45	( )	2.62	( )
2.12	( )	2.29	( )	2.46	( )	2.63	( )
2.13	( )	2.30	( )	2.47	( )	2.64	( )
2.14	( )	2.31	( )	2.48	( )	2.65	( )
2.15	( )	2.32	( )	2.49	( )	2.66	( )
2.16	( )	2.33	( )	2.50	( )	2.67	( )
2.17	( )	2.34	( )	2.51	( )	2.68	( )

Leona Robinson

Chief Instructor - Reading

- ENGLISH AS A SECOND LANGUAGE -

- TUTORIAL-AIDE SKILLS -

PREFACE

The emphasis in the June 8-19 teacher aide training program is to equip bilingual teacher aides with many of the basic skills they will need to work with children who are learning English as a Second Language. The ESL emphasis of the workshop should in no way be interpreted to suggest that ESL, as it stands alone, is an adequate educational program for the Spanish-speaking children in the schools of California. The staff of this workshop shares the belief that the Spanish-speaking child also needs a systematic approach to literacy in his native language in order to reach his educational potential. By this, we mean that the Spanish-speaking child in our schools should not only receive subject matter in Spanish while he is learning English, but he should be given the opportunity to become truly bilingual by perfecting his Spanish speaking, reading, and writing skills. In addition, we strongly feel that every Spanish-speaking child should have the opportunity to become bilingual, that is to become thoroughly familiar with both his cultural heritage and that of the United States.

CONCEPT NO. 3.1

Cultural differences can be identified.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Lecture and interaction (videotapes are also available) A series of six videotapes "Unconscious Cultural Clashes" have been prepared by Mr. Olguin for the California State Department of Education.	Ability to identify selected Mexican American cultural differences.	Misunderstood or misin cultural differences c to misunderstandings, diminished self concep children. A knowledge cultural differences w educators to better un Spanish-speaking child understanding is cruci taining a good learnin ment.

	RATIONALE FOR MEDIA	LEARNER RESPONSE
cted 1	Misunderstood or misinterpreted cultural differences can lead to misunderstandings, and a diminished self concept in children. A knowledge of major cultural differences will permit educators to better understand Spanish-speaking children. This understanding is crucial to maintaining a good learning environment.	The child will display a healthy self concept and a pride in his language and cultural heritage.

CRITERION TEST

The aide will be able to identify, in writing, five major cultural differences that are characteristic of Spanish-speaking children.

CONCEPT NO. 3.2

There are predictable sound problems for Spanish-speaking children learning English

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Drawings/charts to illustrate tongue placement, demonstrations to indicate how one can feel different vibrations and air level, useful in correcting sound problems.	Identification of selected sound problems and demonstrations of techniques to remediate these sound difficulties.	Knowing specific Spani English sounds in conf will permit the aide t these difficulties and corrective measures.

D	RATIONALE FOR MEDIA	LEARNER RESPONSE
elected demon- ques to nd diff-	Knowing specific Spanish-English sounds in conflict will permit the aide to hear these difficulties and take corrective measures.	The child will repeat correct English sounds with limited or not interference from his native language.

CRITERION TEST

The aide will identify, in writing, seven major sound difficulties the Spanish-speaking child will encounter and demonstrate a technique for teaching to rectify two of the following sound conflicts: schwa, th, ch/sh, initials S, final D.

CONCEPT NO. 3.3

There are predictable structural problems for Spanish-speaking children learning English.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Chalkboard or overhead projector to illustrate key structural differences.	Identification of selected structural problems and demonstration of techniques to correct these structural difficulties.	A knowledge of speci Spanish-English stru conflicts will permi aide to recognize th problem areas and ta corrective action.

UIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
of selected lems and f techniques e structural	A knowledge of specific Spanish-English structural conflicts will permit the aide to recognize these problem areas and take corrective action.	The child will repeat correct English structures with limited or no interference from his native language.

CRITERION TEST

The aide will identify, in writing, three predictable structural problems and demonstrate a technique for correcting one such structural conflict.

CONCEPT NO. 3.4

A well-developed, properly sequenced series of ESL lessons in preference to an unstructured, random approach.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Teacher's Manual for ROCK Materials (H200 revised and expanded) Each teacher aide will have a copy of Level I.	Ability to use the H200 materials as a guide to English language practice.	Proper use of the Te Manual will result i efficient use of tim good teacher/teacher articulation.

RATIONALE FOR MEDIA	LEARNER RESPONSE
Proper use of the Teacher's Manual will result in more efficient use of time and good teacher/teacher aide articulation.	The child will respond to aide-led activities described in the ROCK materials.

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CRITERION TEST
The aide will identify, in writing, the meaning of the following terms or symbols: Model, Echo, T.L1, L3, (3), 0, 0, 0. In addition, the aide will identify, in writing, a sample entry in each of the following lesson play categories: materials needed, teaching points, language patterns, vocabulary, likely errors, and tests,

CONCEPT NO. 3.5

Knowing and speaking the learner's native language is an important asset in teaching him a second language.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Lecture, interaction, demonstration	The aide will properly use the learner's native language when conducting ESL activities.	Properly used (to cla to illustrate a proce comprehension, etc.) mother tongue can be tool in acquiring a s misuse or excessive u ever retard the learn target language.

age is
guage.

EQUIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
properly use native language ng ESL activities.	Properly used (to clarify meaning, to illustrate a procedure, to check comprehension, etc.) the learner's mother tongue can be very important tool in acquiring a second language; misuse or excessive use, can however retard the learning of the target language.	The child will only occasionally refer to his native language for clarification or explanation; his work in ESL will be primarily conducted in English.* * Outside of the ESL lesson activities (before and after the actual practice session) use of Spanish is often very important in building the child's self concept.

CRITERION TEST

The aide will identify, in writing, three situations in which the native language of the learner could be employed. The aide will also identify, in writing, three reasons why the percentage of time speaking the native language should be minimized.

CONCEPT NO. 3.6

Language is learned through a variety of pattern practices, directed conversations, question and answer drills, and games.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Demonstration	Demonstration of hand signals.	Hand signals permit e use of time and elimi for frequent explanat unnatural word cues. hand signals keep chi and provide many oppo for extended practice boredom.

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
and	Hand signals permit efficient use of time and eliminate need for frequent explanations and unnatural word cues. Further, hand signals keep children alert and provide many opportunities for extended practice without boredom.	The child will respond according to the hand signals used.

CRITERION TEST

The aide will demonstrate six basic hand signals.

CONCEPT NO. 3.7

Being able to distinguish between standard speech and imprecise speech is a prerequisite to being able to accurately model a language pattern for children.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MED
Magnetic tapes and ROCK Teacher's Manual	Ability to identify "inconspicuous English" from contrived, imprecise, or overarticulated English.	Contrived, imprec should be avoided, should be places uency patterns as spoken by childre

imprecise speech
language pattern

	RATIONALE FOR MEDIA	LEARNER RESPONSE
"incon- om con- r over-	Contrived, imprecise language should be avoided. Emphasis should be places on high frequency patterns as commonly spoken by children.	The child will respond with standard English, avoiding unnatural speech patterns.

CRITERION TEST

The aide will listen to ten sentences on tape and indicate in writing, if the utterances are appropriate to teach.

CONCEPT NO. 3.8

Good listening, hearing key sounds, pairs of words that are alike or different, singulars versus plurals, etc., is a prerequisite to accurate speaking (pronunciation, intonation, etc.)

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Demonstration, including use of tapes and records	Demonstrate techniques for improving listening skills.	Listening skills are through specific, wel activities: listening are not acquired or p automatically or info

alike or
to accurate

RATIONALE FOR MEDIA	LEARNER RESPONSE
Listening skills are learned through specific, well-planned activities: listening skills are not acquired or perfected automatically or informally.	The child will indicate listening skills by acknowledging correct sound, word pairs, statements versus questions, etc. by calling out the number of the correct visual, by raising a hand, by clapping, etc.

CRITERION TEST

The aide will be able to demonstrate two techniques for teaching listening skills.

CONCEPT NO. 3.9

Language is acquired through a variety of practices wherein there is frequent reentry of basic language patterns to be mastered.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Puppets, hand formations, stick figures, bag puppets, fact sticks, chalkboard, etc.	Demonstration	Props facilitate lang learning by providing learner with associat that assist comprehen

RATIONALE FOR MEDIA	LEARNER RESPONSE
Props facilitate language learning by providing the learner with associations that assist comprehension.	The child will provide the correct utterance when cued by a prop.

CRITERION TEST

The aide will identify, in writing, three props that can be used to assist in presenting a new language pattern.

CONCEPT NO. 3.10

Language is learned through a variety of practices wherein there is frequent reentry of the basic language patterns to be mastered.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDI
Visual (aide made, commercial, from magazines, etc.) to cue responses.	Demonstrate use of visuals to cue language practice.	Visual cues permit practice without a oral model. It is step in the weanin away from mimicry.

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	RATIONALE FOR MEDIA	LEARNER RESPONSE
visuals ctice.	Visual cues permit pattern practice without a preceding oral model. It is the last step in the weaning process away from mimicry.	The child will respond according to the visual or series of visuals used by the aide.

CRITERION TEST

The aide will demonstrate two ways in which visuals can be used to elict language practice, giving examples of basic patterns as materials are shown or manipulated.

CONCEPT NO. 3.11

Language is acquired through repetitive practice and periodic reentry of the language structures to be mastered.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Realia: plastic and wood fruits and vegetables; classroom objects (pencil, book, etc.) colored paper strips, etc.	Demonstrate how realia can be used in pattern practice.	Realia facilitates l acquisition by provi constant reinforceme meaning.

	RATIONALE FOR MEDIA	LEARNER RESPONSE
ia ern	Realia facilitates language acquisition by providing constant reinforcement of meaning.	The child will respond with the correct utterance when he is handed an object and asked a question or is asked to tell where an item is in relation to another object.

CRITERION TEST
The aide will demonstrate a question answer activity that is dependent upon the manipulation of five objects.

CONCEPT NO. 3.12

Oral language is acquired through practice

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Chalkboard and demonstration	Demonstration	Oral language is acquire efficiently through syst listening and speaking a Long or difficult uttera more effectively taught ing the sentence into me segments or breath group Intonation is preserved backward build up proces

UIRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
	Oral language is acquired more efficiently through systematic listening and speaking activities. Long or difficult utterances are more effectively taught by breaking the sentence into meaningful segments or breath groups. Intonation is preserved in the backward build up process.	The child will repeat the new utterance as directed by the aide.

CRITERION TEST

Given a new utterance in writing, the aide will outline how the pattern is to be taught, using the backward build up technique and employing the symbols and procedures outlined in the ROCK materials.

CONCEPT NO. 3.13

Immediate confirmation as to whether the response is correct or not is important in the learning process.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Demonstration	Demonstration	There are more effec correcting a child t him to immediately r after you. A child to correct himself i put on the spot.

ED	RATIONALE FOR MEDIA	LEARNER RESPONSE
	There are more effective ways of correcting a child than asking him to immediately repeat again after you. A child is more apt to correct himself if he is not put on the spot.	The child will repeat correctly after the entire group and other children have worked on the problem sentence.

CRITERION TEST

The aide will demonstrate how to correct a student.

CONCEPT NO. 3.14

Oral language is learned through structured speaking practice.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Demonstrations	Demonstrate technique for teaching a question and an answer.	Oral communication is through systematic an sequenced speaking pr unsequenced, unplanne activities are ineffi second language learn

RATIONALE FOR MEDIA	LEARNER RESPONSE
Oral communication is developed through systematic and properly sequenced speaking practices; unsequenced, unplanned speaking activities are inefficient in second language learning.	The child will correctly repeat or respond to the aide-led question-answer practice.

CRITERION TEST

The aide will demonstrate how to teach a question/answer couplet and how to conduct a chain drill activity.

CONCEPT NO. 3.15

Oral language is learned through speaking practice.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Demonstrations	Demonstrate techniques for developing speaking skills.	Oral communication is through systematic and sequenced speaking pra activities; unsequence speaking activities ar in second language lea

	RATIONALE FOR MEDIA	LEARNER RESPONSE
s for kills.	Oral communication is developed through systematic and properly sequenced speaking practices and activities; unsequenced, unplanned speaking activities are inefficient in second language learning.	The child will correctly repeat or respond to aide-led oral language activities.

CRITERION TEST
The aide will identify, in writing, three types of pattern practices or game drills, giving a sentence example for each and three-word cues per example. In addition, the aide will be able to demonstrate any one of the following practice drills selected at random: substitution, transformation, expansion, free replacement.

CONCEPT NO. 3.16

Language is acquired through practice and reentry of the language patterns to be mastered.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Teacher's Manual of the ROCK Materials, specifically the section on games, G1 - G50. Demonstrations	Demonstration	Game activities provi excellent means of la practice in a highly setting.

RATIONALE FOR MEDIA	LEARNER RESPONSE
Game activities provide an excellent means of language practice in a highly motivational setting.	The child will respond at the appropriate times during aide-led game activities.

CRITERION TEST

The aide will identify, in writing, six oral language games. In addition the aide will demonstrate any one of the following games selected at random: Beanbag or Ball Toss, Simon Says, What's Missing?, Silence, Tic Tac Toe, Guess What I'm Thinking About?, and 9-Square Bingo.

CONCEPT NO. 3.17

Oral language is learned through carefully sequenced speaking activities.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDI
Demonstrations	Demonstration of a typical ROCK lesson segment.	Mastery of a model will provide a fra all ESL lessons.

D	RATIONALE FOR MEDIA	LEARNER RESPONSE
typical .	Mastery of a model lesson will provide a framework for all ESL lessons.	The child will repeat or respond correctly to aide-led lesson activities.

CRITERION TEST

The aide will be able to identify, in writing, the basic segments of a typical lesson. In addition, the aide will demonstrate any one of the following lesson segments selected at random: review/warm up, presentation of new material, pronunciation practice, game activity.

CONCEPT NO. 3.18

Language learning requires much repetition, preferably through a variety of activities and visually oriented practices.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Sample visuals and realia from homemade drawings and magazine pictures to plastic and wood props and items from the classroom environment.	Ability to locate and assemble visuals and realia into a support kit for teaching ESL.	Language learning is effective when a variety visual and manipulative erials are used to support language activities force comprehension

RATIONALE FOR MEDIA	LEARNER RESPONSE
le pport Language learning is more effective when a variety of visual and manipulative materials are used to stimulate language activities and reinforce comprehension.	The child will respond with the correct utterance when cued by visuals from the ESL kit.

CRITERION TEST
The aide will identify, in writing, fifteen picture/realia catagories that should be represented in a picture file kit. In addition, the aide will specify five sources for obtaining visuals and realia.

CONCEPT NO. 3.19

Second language learning is more effective when related content and activities are stressed by the teacher introducing the lesson and the aide who is responsible for follow-up and reinforcement.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDIA
Chalkboard to illustrate teacher/ teacher aide communication card.	Ability to effectively use the communication card with the ESL Teacher.	Teamwork is essential maximum language lea pupils. Language co activities employed ESL teacher must be articulated with the up activities conduc aide and vice-versa.

lated content
cing the
up and

IRED	RATIONALE FOR MEDIA	LEARNER RESPONSE
tively use n card with	Teamwork is essential for maximum language learning by pupils. Language content and activities employed by the ESL teacher must be closely articulated with the follow-up activities conducted by the aide and vice-versa.	The child will be responsible for carrying the communication card periodically between teacher and aide.

CRITERION TEST

The aide will complete a blank communication card with the appropriate sample data.

CONCEPT NO. 3.20

Guided self evaluation is feasible.

STANDARD INSTRUCTIONAL MEDIA	TUTOR SKILL REQUIRED	RATIONALE FOR MEDI
Tape recorder and check list (to be provided)	The aide will be able to set up a tape recorder during a typical ESL practice session and evaluate her performance with the aid of a self evaluation checklist.	Periodic self asse can substantially aide performance.

	RATIONALE FOR MEDIA	LEARNER RESPONSE
o set ng a ssion mance evalu-	Periodic self assessment can substantially improve aide performance.	The child will speak the English patterns he has learned with proper pronunciation, intonation, juncture, and comprehension.

CRITERION TEST

The aide will identify, in writing, ten of the items on the self-evaluation checklist that need constant analysis.

- SURVIVAL WORDS -

The following list of words represent those words which are considered essential to the non-English speaking child's ability to survive and have his/her immediate needs met.

1. me, I, mine
2. he, she
3. they
4. drink
5. water
6. eat
7. go, stop
8. bathroom
9. sit
10. stand
11. walk
12. run
13. come
14. here
15. name
16. who
17. where
18. when
19. why
20. hurts
21. hurry
22. mouth
23. eyes
24. ears
25. nose
26. hands
27. fingers
28. feet
29. look
30. open, close
31. outside, inside
32. first, last
33. hit
34. wait
35. around
36. kleenex
37. teacher
38. pull
39. put
40. cold
41. hot
42. under
43. sweater, jacket, pants
44. door
45. hungry
46. sick
47. boys
48. girls
49. give
50. want

I certify this tutorial-aide has acquired the below numbered tutorial skills. Those skills which are checked (✓) have not been acquired to criterion level.

3.1	( )	3.11	( )
3.2	( )	3.12	( )
3.3	( )	3.13	( )
3.4	( )	3.14	( )
3.5	( )	3.15	( )
3.6	( )	3.16	( )
3.7	( )	3.17	( )
3.8	( )	3.18	( )
3.9	( )	3.19	( )
3.10	( )	3.20	( )

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English As A Second Language